



Comprehensive Local Needs Assessment

OVERVIEW

The Strengthening Career and Technical Education for the 21st Century Act, otherwise known as Perkins V, was signed into law in July 2018. This legislation reauthorized the Carl D. Perkins Career and Technical Education Act of 2006 which governs the federal support for career and technical education (CTE). One of the most significant changes introduced in Perkins V is the new Comprehensive Local Needs Assessment (Needs Assessment).

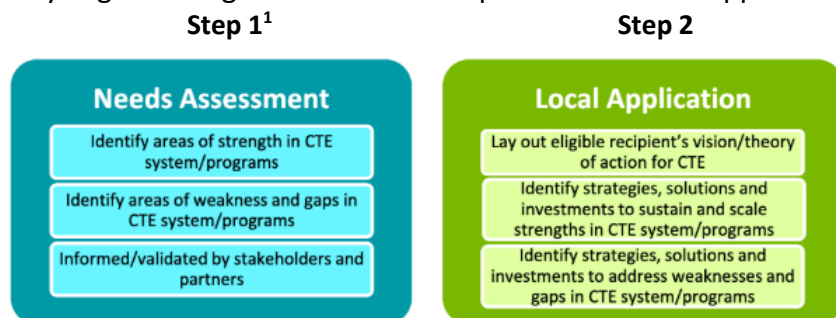
Specifically, the legislation states, “To be eligible to receive financial assistance under this part, an eligible recipient shall — (A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and (B) not less than once every 2 years, update such comprehensive local needs assessment.”

Section 134(c) of Perkins V describes requirements for the Needs Assessment. Secondary and postsecondary eligible recipients shall include the following steps in the process:

1. Organize group of stakeholders
2. Analyze student and labor market data
3. Evaluate current CTE programs
4. Create strategies and actionable activities

Purpose

The purpose of the Needs Assessment is to align planning, spending, and accountability activities under Perkins V to support high-quality CTE programs. As part of the Rhode Island CTE program approval process, applicants must first submit a Needs Assessment to inform the local application. The program approval application due later this spring will build on this work and explain how the program will address the needs identified in the Needs Assessment. Any gap areas identified through the development of the Needs Assessment should directly align to the goals and action steps in the RI Local Application.



¹[Advance CTE](#)



Stakeholder Engagement

The Needs Assessment should be developed in partnership with a **diverse group of stakeholders**. The law specifies that, at a minimum, the following stakeholders should be included:

- CTE program representatives at the secondary and postsecondary levels, including teachers, faculty, administrators, career guidance and advisement professionals, and other staff
- State or local workforce development board representatives
- Representatives from a range of local businesses and industries
- Parents and students
- Representatives of special populations

During school closures due to COVID-19, LEAs are encouraged to leverage virtual meetings and stakeholder conference calls to gather feedback. RIDE acknowledges that these are unusual times. For this reason, LEAs may want to also review notes and insights from previous meetings with local advisories, industry partners and the CTE Board of Trustees. Stakeholder engagement does not have to occur all at once, nor does it have to include every stakeholder in a single meeting.

Data

A strong CLNA is based on data. The RI [Report Card](#) site provides Diploma Plus metrics, including a Postsecondary Success Index Score which includes the number of 2018 graduates that earned a CTE credential. Dive deeper and examine program concentrator data in aggregate and by subgroup. Graduation rates, proficiency percentages and program enrollment data are required data points for every Needs Assessment.

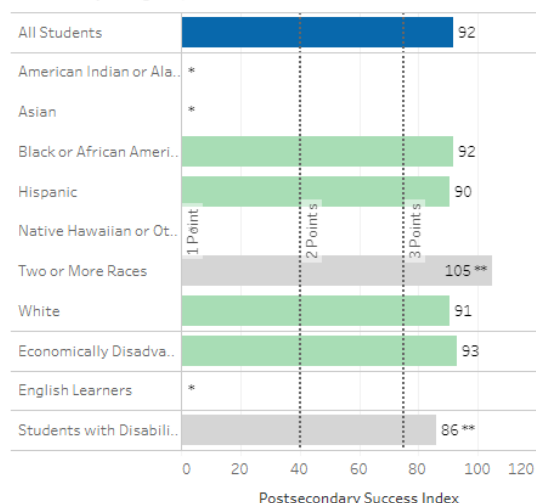
Alignment analysis of local programs to [CTE Career Field Standards](#) as well as the [RIDE CTE Program Standards](#) are all data to consider.

Root Cause Analysis

A needs assessment attempts to identify the underlying factors or “root causes” that explain why a performance gap exists. There are many protocols and frameworks for conducting a root cause analysis, all of which ultimately boil down to asking “**why?**” until useful responses stop coming or the solution falls outside of District/Center control². Engage stakeholders through this process or a similar one to examine data and gather feedback.

²[Mindtools.com](https://www.mindtools.com)

Results by Subgroup





Needs Assessment Instructions

Rhode Island CTE programs exist to provide all Rhode Island students with skills, experiences, and credentials that will propel their success in life and the workforce. The Needs Assessment is a tool designed to **support LEA's through a process that will identify the underlying factors within a school or district's control that explain any gaps in CTE programming, quality and access.** Any conclusions from this process will then become critical inputs for the Program Approval Application.

The Needs Assessment is divided into the following sections:

1. **Student Performance:** the extent to which students are currently achieving the necessary skills and indicators of readiness, both in aggregate and by subgroups
2. **Labor Market Needs:** the skills and areas where students will find opportunities for success in the future
3. **Student Access & Participation:** the extent to which *all* students have access to and are accessing CTE
4. **Program Scope & Alignment:** the ability of current programs to prepare students for success
5. **Educator Recruitment, Retention & Training:** the tools and experiences educators will require in order to prepare students for the opportunities of the future
6. **Conclusions:** a summary of the findings that have surfaced as a result of the analysis and the theory of action that will transform CTE programs in your community.

Complete the [Needs Assessment Survey](#) by 11:59 p.m. on June 14, 2020 to share insights and highlights from data dives and stakeholder feedback. Instructions are provided in more detail below.

Please Note:

- Each section includes short answer questions as well as a long answer summary. Complete all questions.
- The survey cannot be saved and continued at a later date. Instead, use this document and supporting links to prepare responses in advance and paste them into the form.
- Additional resources can be found on the [CTE landing page](#), including a Briefing Deck and Frequently Asked Questions (FAQs).



Cover Sheet

Be prepared to provide basic contact information for the District/Institution as well as contact information for the individual completing the form. Two data points are requested:

1. List the approved CTE programs that currently operate in the district/institution and also provide for which CTE Board Standard each has been approved.
2. What is the current total enrollment for all CTE programs in the district/institution?

Stakeholder Engagement Contact Information

Provide the names and contact information for those individuals who contributed to the Needs Assessment.

Download and complete the [Stakeholder Engagement Tracker](#) in advance and upload it when you complete the survey. Include the District/Center Name in the name of file.

SECTION 1: Student Performance

How well are our students performing? What can we do to increase performance across all subgroups?

Short Answer Questions:

Using the [RI Report Card](#) Postsecondary Success Index data and [CTE Standards](#), answer the following questions:

1. How many of our CTE concentrators earning industry-recognized credentials, as recognized in the CTE Board Standards? Do you see any patterns in who earns industry-recognized credentials and who does not?
2. Are specific subgroups more or less likely to earn industry recognized credentials? What is driving those differences in performances?

Using the local CTE performance data (e.g. concentrator achievement by program, by subgroup, by priority sector, etc.), answer the following questions:

3. How are learners from different genders, races and ethnicities performing in our programs? Break this analysis down at the LEA level, program level, and disaggregate by Priority Sector programs and non-Priority Sector programs and share high level insights.
4. *(Secondary Only)* Which CTE concentrators are succeeding in the CTE course sequences' academic coursework (including advanced coursework and dual/concurrent enrollment)? Have specific subgroups been more or less successful?

Analysis Summary (Long Answer): What root causes were uncovered from the prompts above? How do you know? Share data and stakeholder feedback as further evidence to support your analysis.



SECTION 2: Labor Market Alignment

How well are programs aligned with state, regional and local workforce and career needs?

Short Answer Questions:

1. What lessons have we learned from participants of our program about how our program prepares students for the labor market? What patterns do we see with the skills they demonstrate or jobs they end up doing?

Examine [Rhode Island Labor Market](#) information and review pages 35-61 of the [Rhode Island Commerce Corporation](#) report and answer the following questions:

2. What are the highest projected growth industries in our region? What occupations are part of that industry?
3. How are the CTE programs we offered aligned to the demand? How do we know?

Section 2 Analysis Summary (Long Answer): Provide a summary of lessons learned, patterns of success and areas of concern from the prompts above? Share data and stakeholder feedback as further evidence to support your analysis.

SECTION 3: Student Access & Participation

Do we ensure that all students have access and support to our CTE programs?

Short Answer Questions:

Examine local data to answer the questions below, including:

- Program application (student-level) data,
- Acceptance (student-level) data
- Program Completion (student-level) data
- District [Individualized Learning Plan](#)

1. Who is currently entering (or applying to enter) our CTE programs? In your response, consider whether all student subgroups are applying to or entering programs proportionately to the school population.
2. How does participation in some programs compare to other CTE programs we have? What are the differences? Does participation match the demographics of our school?
3. What efforts have been made to recruit and retain diverse populations of learners into our programs, particularly in programs leading to Priority Sector career fields and occupations?



4. What barriers might students requiring extra supports (credit recovery, language acquisition programs, and or developmental core content) face in accessing our programs? What supports do we provide to serve students with special needs?

Secondary-only prompts:

5. If we accept students from out of district, are some student subgroups more or less represented in who applies or attends?
6. Are students utilizing their Individual Learning Plans and school counseling to determine a program? What evidence do we have?
7. Are middle school career exploration programs supporting all or some of our programs?

Section 3 Analysis Summary (Long Answer): What potential root causes were uncovered from the prompts above? How do you know? Share data and stakeholder feedback as further evidence to support your analysis.

SECTION 4: Program Scope & Alignment

Are our current programs able to meet the needs of students to enter high wage, high demand career opportunities? For detailed information about secondary funding eligibility, see Section II.C.1 of the [Perkins V State Plan](#).

Short Answer Questions:

Using [CTE Board Standards](#), answer the following questions:

1. Are our programs meeting the full requirements of the CTE Board Standards for which they were approved? How could we better meet or exceed the standards included in that document?
2. How do course offerings in each program build upon each other, from basic knowledge and skills to more complex knowledge and skills?

Using the [Governor's Workforce Board Work-based Learning Activities and Standards Guidelines](#), answer the following questions:

3. What work-based learning experiences (industry projects, service learning, internships, apprenticeships and/or school-based enterprises) are available within our programs?
4. Are learning experiences of sufficient scope to meet the needs of all students? How do we know?

Section 4 Analysis Summary (Long Answer): Provide a summary of lessons learned, patterns of success and areas of concern. Share data and stakeholder feedback as further evidence to support your analysis.



SECTION 5: Educator Recruitment, Retention & Training

How can we improve recruitment, retention, and training of CTE teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions?

Short Answer Questions:

Using [CTE teacher certification requirements](#), the [RIDE eCert](#) portal, and local data sources (i.e. teacher Professional Learning Units, surveys, professional development calendar, etc.), answer the following questions:

1. Do we have adequate staff credentialed to teach our CTE programs? How do we know? What gaps exist, if any, and what is our plan to minimize them?
2. What processes are in place to recruit, induct and retain faculty and staff? Are these processes efficient and effective, especially for instructors coming from industry? How recently have teachers had program-related work experience?
3. What steps are we taking to ensure our staff/faculty reflect the demographic makeup of our student body?
4. How often do we offer regular, substantive professional development opportunities for faculty, staff and administrators, including involvement in student advising? How effective are these experiences at improving student outcomes? What evidence do we have?
5. Are there patterns of higher CTE concentrator achievement in programs that have educators with specific education type, certification types, and specific types/lengths of experience or professional development opportunities?

Section 5 Analysis Summary (Long Answer): What potential root causes were uncovered from the prompts above? How do you know? Share data and stakeholder feedback as further evidence to support your analysis.

SECTION 6: Conclusions

Now that you have thoroughly examined the data and discussed the underlying factors that explain any gaps in current programs (and highlights the strengths as well), create a **one page summary** to guide your strategy moving forward. Organize the one-pager into two parts.

Part 1: Needs Assessment Findings

Provide a 1-sentence summary of your findings for each section of your needs assessment.

- Based on your observations of the data and determination of root causes of those observations from each component, what conclusions are you drawing about the needs of your current program? Which



programs are the strongest? Which need to be transformed or retired? What feedback and/or data provided the most “food for thought”?

Part 2: Theory of Action

Create a drawing or outline to summarize what will happen next to transform CTE in your community. Provide 1) an aspirational **vision** for CTE in your community; **3-5** key levers or **strategies** that you will enact to realize that vision; and the 3-5 **SMART goals** you are aiming for to ultimately transform CTE in your community.

Think about the theory of action as an “if-then” scenario. *The “ifs” are the 3-5 key levers or strategies while the “thens” are the 3-5 corresponding goals you are aiming to achieve.*

As a reminder, SMART goals are Specific, Measurable, Achievable, Relevant and Time bound.

Use the following template to organize the one-pager:

<u>Summary</u>	
Section 1. Student Performance:	
Section 2. Labor Market Alignment:	
Section 3. Student Access & Participation:	
Section 4. Program Scope & Alignment:	
Section 5. Teacher Recruitment, Retention & Training:	
<u>Vision:</u>	
<u>Strategies</u>	<u>Goal</u>
1.	1.
2.	2.
3.	3.



4.	4.
5.	5.